Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a

Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

**Remember to think TPACK.**

*NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).*

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| Your Name | Mackenzie Kelley |
| What is the performance task for your unit? | Your favorite self-publishing website, figment.com, has announced their newest contest! The prompt asks for young writers such as your, to rewrite important scenes or chapters from the novel, Pride and Prejudice. It's not that simple though. The stories have to be in modern settings with contemporary characters and dialogue. Judges from the website will be reading all final entries before choosing their top five to be featured on the figment homepage for all users to see and read. Judges will only accept well edited pieces though, so don't forget to have other writers from the website read and comment on your stories to get good feedback to further enhance your writing. Include a creative cover design to grab attention too. |
| What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required) | Word Document of Choice  Paint or other picture editor  Figment.com |
| Lesson # in which students will create the performance task | 6 |

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Students will need to know how to create story outlines. | http://www.eduplace.com/graphicorganizer/pdf/storymap2\_eng.pdf  This is a story map students can use to set up their stories | I will introduce this skill at the beginning of the lesson by having students work through their graphic organizer to plot out what they believe are important ideas and characters for when they start writing their scenes. |
| Students will need to have read and understood the novel. | http://www.pemberley.com/janeinfo/pridprej.html#toc  This is a link to the novel and analysis of it | Student will have already worked with the novel throughout the entire unit in multiple formats. |

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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| Students will need to know how to search for images without breaking copyright. | http://umfresources.wikispaces.com/Permissions  This is your wiki link of copy right | Students will be taught in the very beginning of the unit, before they begin their first product, what it means to plagiarize and how they must cite. |
| Students will need to know how to use paint or another image editing software. | https://www.youtube.com/watch?v=hlnodEYZ71w  This is a youtube tutorial | Students can watch the attached video in the beginning of the lesson, before starting their product. |

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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| Students will need to know how to revise. | <https://owl.english.purdue.edu/owl/resource/561/05/>  Purdue has tons of great ideas to help in revision | Students will work together in class to peer edit and help one another generate ideas on how to improve their stories. |
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4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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| Student will need to know how to upload to figment | Figment.com  This is the website itself | I will walk the students through uploading once they have begun work on their products. I will do so by projecting it on the board for all to see. |
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5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki’s privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter’s tools in PowerPoint, etc.)

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| Students will need to know how to alter content and edit once on figment | Figment.com | After showing students how to upload, I will also walk them through how to take care of their covers (paint files don’t need converting), adding a details section, and editing after upload. |
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